



BiggleswadeAcademy

Behaviour Policy

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At Biggleswade Academy, we aim to create a safe, caring, positive, happy and healthy learning environment - somewhere pupils can be challenged to achieve their full potential. We are committed to supporting the education of our pupils to allow them to develop their skills and understanding, so they become confident 21st century citizens, ready to take their place within our community and the wider world.

The Academy takes pride in the high standard of behaviour of its pupils and there is a system of rewards for good work and sustained effort and clear expectations about codes of conduct. We aim to celebrate and recognise the successes our pupils' make and focus upon rewarding their achievements. There are times however, when we must address inappropriate behaviour. We use a range of sanctions which are used if pupils behave in an inappropriate manner which may involve exclusions. Together with parents and carers, the Academy strives to create a positive and motivating environment which enables all children to learn and achieve their very best.

We can achieve this as follows:

Parents/Carers and pupils can expect the Academy to:

- Provide stimulating and challenging lessons
- Create a safe learning environment where it is easy for everyone to learn without distraction
- Provide the support to allow you to achieve your goals, including strategies to monitor and improve your behaviour
- Reward positive behaviour, attainment and effort
- Show respect and understanding towards the individual needs of each pupil
- Encourage you to develop positive relationships showing respect and consideration to others
- Encourage you to respect and appreciate our environment
- Be positive about pupils, families, staff and the Academy
- Encourage pupils, parents/carers and staff to understand e-safety and use ICT safely and responsibly, including mobile phones and the use of social networking sites

The Academy expects pupils to:

- Arrive on time and be ready to learn
- Always try their best
- Behave in a way that has a positive impact on your learning and the learning of others
- Listen carefully and follow instructions
- Request help when needed
- Help others when needed
- Speak politely and show respect to others at all times
- Take turns when listening, learning and playing
- Appreciate and respect the views of others
- Take pride in the Academy, respect its environment and equipment
- Behave safely and sensibly at all times
- Be active and responsible citizens
- Be proud of your Academy and the community
- Use ICT safely and responsibly, including the use of mobile phones and social networking sites

Parents and Carers can contribute to the success of their child's education by:

- Ensuring you support the philosophy and vision of the Academy
- Supporting the Academy to achieve high levels of attainment and behaviour, reinforcing high expectations
- Encouraging your child to take an active part in all areas of Academy life

- Ensuring that your child is fully prepared for the Academy day, including uniform and equipment
- Working with staff and pupils to develop positive Home/Academy relationships
- Being positive about pupils and their families, staff and the Academy
- Supporting the learning of your child by ensuring that homework is completed to a good standard
- Listening to your child read regularly
- Encouraging your child to understand e-safety and use ICT safely and responsibly, including mobile phones and social networking sites

We demonstrate our commitment by:

- Creating a positive and happy place to work
- Always striving for improvement
- Working collaboratively
- Promoting fundamental British Values
- Promoting the school Ethos and Academy Virtues
- Educating pupils on the various forms of bullying

We believe every child at the Academy has the right to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

Biggleswade Academy Mission and Virtues:

Our Mission:

- To be a school community with no ceiling on our ambitions and a blinding self BELIEF in what we can ACHIEVE TOGETHER; our pupils, staff and families.
- To be a school with an atmosphere of happiness and fulfillment, where all thrive on high expectations and strong moral principles.
- To develop a child who is ambitious for themselves and others, self regulated and independent.

We will achieve this through our motto to:

Believe and Achieve Together

And through the Character Development programme of strong intellectual and the moral virtues of:

- **Ambition**
 - Aspiring to be the best we can possibly be; and know what this looks like
 - Encouraging our peers and colleagues to aspire to be the best they can possibly be.
 - Aspiring to achieve the highest outcomes possible
- **Determination**
 - Not giving up, especially when things are difficult
 - Embracing the challenges of learning at a high level
 - Supporting each other to achieve

- **Integrity**
 - Doing the right thing, even when no-one is watching
 - Being honest with yourself and others, even when in the wrong
 - Having strong moral principles

- **Respect**
 - Accept that others have the right to hold different views, values and opinions from ours
 - Behave towards others as we would like them to behave towards us
 - Understand that we are all different from one another and that this is ok
 - Respect ourselves, others and the environment
 - Show kindness, compassion and consideration to all others

- In addition to the above values the Academy supports and promotes British values:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Recognising the needs of children

In order for our mission to be effective and the above virtues to be meaningful to our pupils, an understanding of the basic needs of children are appreciated by the staff at Biggleswade Academy. Staff recognise that in order to develop fully as people children need:

- To be respected
- To feel secure and know what is expected of them
- To be valued as individuals
- To have their opinions respected
- To develop self-awareness and a knowledge of the world around them
- To be provided with the opportunity to reflect, internally and externally
- To be fully involved in their education

How do we meet these needs?

All Biggleswade Academy staff, both teaching and non-teaching, attempt to be consistent in their behaviour and their expectations of all pupils. In particular, they:

- Value all pupils as equal partners in the Academy
- Display patience and listen carefully to pupils
- Focus on and emphasise the positive, in terms of work, habits and behaviour
- Face and deal with the reality of difficult and emotional challenges which may occur in the life of pupils outside school and help pupils with compassion and support
- Make time for pupils without rushing
- Speak quietly and avoid shouting
- Communicate openly with parents and carers to build a common understanding and appreciation of the Academy virtues
- Have a good sense of humour!

Skills

Throughout the Academy the development of the following skills are encouraged which contribute to reflective thinking about our virtues:

- Displaying helpful politeness and good manners to everyone at the Academy and to all visitors to the Academy
- Speaking quietly and politely to others
- Listening carefully and thinking about what others are saying
- Reflection
- Empathy and tolerance
- Stillness
- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion
- Articulate thoughts clearly in order to enhance communication skills
- Walking quietly around the Academy buildings
- Developing positive attitudes to learning and play
- Accepting personal responsibility for actions
- Showing care and respect for the property of others

The School Council

Each class at Biggleswade Academy has an elected representative who regularly attend school council meetings. The meetings are an opportunity for the representatives to share thoughts and ideas of their class about the day to day running of the Academy. In addition, the school council considers ways in which they can help and support the local community and the wider world.

The Start of the School day

Staff are present on duty in the playground areas of the Academy at the start of the day, during morning and lunchtime breaks and at the end of the school day to reinforce core virtues of the Academy and offer praise to pupils who are demonstrating adherence to the Biggleswade Academy virtues. Pupils are allowed into the school grounds when the gates open at 8.40. At 8.45, pupils are led quietly from the playground by their form tutor to their classroom where all mobile devices are to be handed to the class teacher and early morning work begins promptly at 8.50. This arrangement helps to ensure a prompt, calm and focused start to the day.

Mobile phones/devices

All mobile phones/devices are to be handed to the class teacher at the start of the day.

Parents are required to complete a form confirming their in agreement with our terms and conditions of mobile phone use and storage before sending their child in with a mobile phone/device.

Pupils must:

* Ensure the mobile phone is switched off on entering the school site and that it remains switched off until the pupil has exited the school site at the end of the day.

* Ensure that the mobile phone is handed in to the form tutor at the start of the school day and then collected by them at the end of the school day.

Pupils are not permitted to take mobile phones on school trips/visits.

If any child is found to be in possession of a mobile phone that has been brought in without permission, or which should have been handed in to the form tutor, it will be confiscated and only returned to the parent or carer of the child.

Racist Comments

The Academy has a zero tolerance to racism. If a pupil uses a racist comment they will automatically be issued with a Red card and referred to their respective Progress Leader. In addition, the Progress Leader will contact parents/carers immediately to discuss our findings and the incident will be recorded on the school behaviour management system.

Support for children who have concerns

Children are first encouraged to speak to a member of staff if an issue arises, usually their form tutor. If they have concerns during lunchtime, they report to the lunchtime supervisors. The Academy Youth Support Worker is available for pupils to speak to and pupils are able to discuss any issues or concerns they have or write them down. All issues and concerns are followed up by staff and/or the Youth Support Worker.

Pastoral and Behavioural Support Workers (PBSW)

The PBSW's will work with pupils with social, emotional and behavioural needs, using a range of methods to support behaviour for learning. They are the first point of call for dealing with red card situations, with the teacher led options of 'stay in' (the lesson to offer direct support to the pupil), 'take over' (the lesson, so the teacher can restore the learning expectations with the child or 'take out' (the child so they can reflect on their actions and behaviours, before returning to the class).

Consistent Approach to Behaviour Management at Biggleswade Academy (Rewards)

Every classroom will display the rewards procedures clearly for all pupils and staff to see.

Pupils will receive awards at level 1 for demonstrating a high level of effort, a high level of attainment, being helpful, good behaviour and for receiving a good academic report. Rewards will include:

- Verbal praise
- Positive behaviour point awarded for example: home learning, being on task, participation reading, super work, teamwork, Values – Safe, Values – Caring and Values – Positive.
- Work displayed
- Telephone call home
- Referral to the Progress / Curriculum Leader

Pupils will receive awards at level 2 for continued good behaviour and continued high level of effort and attainment. Rewards will include:

- As level 1
- Positive behaviour certificates (25-Crystal, 50-Pearl, 75-Jade, 100-Bronze and 150-Amethyst, 200-Opal, 250-Ruby, 300-Iridium)
- Telephone call home
- Year group – pupil of the week certificate
- Year group – form of the week certificate
- ‘High 5 Gang’ certificate in Key Stage 3
- Referral to Progress/Curriculum Leader
- Recognition in Academy newsletter

Pupils will receive awards at level 3 for exceptional work which is above and beyond what is expected for that particular year group or individual, exceptional effort or behaviour, helping at an Academy event, supporting fellow pupils and by demonstrating a consistent and positive attitude to learning. Rewards will include:

- As levels 1 and 2
- Purple card (equal to 5 Positive behaviour points)
- Positive behaviour certificates (400-Emerald, 500-Silver, 750-Sapphire)
- Referral to Associate/Vice Principal

Pupils will receive awards at level 4 for sustained exceptional work, effort or support of others, 100% attendance. Rewards will include:

- As levels 1, 2 and 3
- Blue card (acknowledge by the Academy Principal)
- Letter home from the Academy Principal
- Positive behaviour certificates (1000-Gold, 1250-Diamond, 1500-Platinum)
- Attendance certificates (term 1-bronze, term 2-silver, term 3-gold)

Pupils will receive awards at level 5 for exceptional work, effort or support of others, far above and beyond our usual high standards of expectation across the whole term or academic year. Rewards will include:

- BAT (*Believe, Achieve, Together*) Awards
- Chair of Trustees Cup for effort and determination (Year 8)
- Outstanding Contribution to the Academy Life Award (Year 8)
- Year 8 Celebration Evening Values Award
- Head Boy and Head Girl Award (Year 8)
- School Council member (all year groups)
- House Captain and Vice Captain (Year 8)
- Sports Captain and Vice Captain (Year 8)

Consistent Approach to Behaviour Management at Biggleswade Academy (Sanctions)

Every classroom will display the sanctions procedures clearly for all pupils and staff to see.

A first rule reminder (level 1) will be issued to pupils if pupils behave in a way that is not safe, caring and positive.

A second rule reminder (level 2) will be issued if pupils still continue to behave in a way that is not safe, caring or positive. The consequences of this is:

- The class teacher will record the behaviour as a Negative behaviour point. Negative behaviour points are issued for example: disrespect, distracting others, formal warning, homework issues, lack of effort, late, being off task, talking out of turn and being unprepared/missing equipment.
- The pupil will be issued a 'Time to reflect' card, providing them with the opportunity in class to think about their behaviour and whether it is safe, caring and positive.

The other consequences of a level 2 reminder can include:

- Internal internet ban
- The pupil's name will be placed on the rain cloud (Early Years only)

A third rule reminder (level 3) will be issued if pupils continue to behave in a manner which gives cause for concern. The consequence of this is:

- The pupil will have a 10/20 minutes Reflection Time with the subject teacher/form teacher at break or lunchtime.
- The pupils parents/carers will be informed via message on Class Charts.

The other consequences of a level 3 reminder can include:

- Restorative Practice
- Name appears on Thundercloud (Early Years only)

A repeat of level behaviour 3 or any racist/homophobic/sexist or any other discriminatory incidents, dangerous behaviour, physical assault, damage to Academy property, defiance towards staff, fighting, failure to attend a Stage 3 break/lunchtime Reflection Time, truancy/leaving class without permission will result in a level 4 behaviour concern. The consequence of which will be:

- The issue of a red card. Pupil removed from lesson/playground and is seen by a member of SLT.
- In Key Stage 3 this will result in a 30 minute reflection period that will take place after school providing pupils with the opportunity to consider their behaviour and whether it is safe, caring and positive. The pupil will spend any breaks and lunch times with their Form teacher until the Red Card after school reflection period is completed.
- Parents/Carers called.
- Progress Leader informed

In all cases where a red card has been issued the Progress Leader will monitor.

A repeat of level 4 behaviour and continued persistent behaviour listed in levels 1, 2 and 3, theft, failure to attend a Stage 4 Red Card, will result in a level 5 behaviour concern (continuous poor behaviour). The consequence of which will be:

- Immediate referral to the Progress Leader

- Pupil placed on report to Class teacher
- Parents/Carers informed and a formal meeting arranged
- Associate Principal informed

In all cases where continuous difficulties with behaviour occur the Associate Principal will monitor.

A repeat of level 5 behaviour and continued persistent behaviour listed in levels 1, 2, 3 and 4, behaviour that compromises the safety of others, inappropriate language to a member of staff, verbal aggression to a member of staff, refusal to accept the authority of the Academy leadership team and bringing the Academy into disrepute will result in a level 6 behaviour concern (continuous poor behaviour). The consequence of which will be:

- Immediate referral to the Vice Principal
- Parents/Carers informed and formal meeting arranged
- Likely to lead to Internal Exclusion
- Pupil placed on report to Progress Leader

In all cases where continuous difficulties with behaviour occur the Vice Principal will monitor.

A repeat of level 6 behaviour and continued persistent behaviour listed in levels 1, 2, 3, 4 and 5, failure to comply with an Internal Exclusion, will result in a level 7 behaviour concern (extreme poor behaviour), the consequence of which will be, either:

- Immediate referral to the Academy Principal
- Parents/Carers informed and formal meeting arranged
- Likely to lead to a Fixed Term / Permanent Exclusion
- Pupil placed on report to Vice Principal

A repeat of level 7 behaviour and continued persistent behaviour listed in levels 1, 2, 3, 4, 5 and 6 , possession of a weapon or items that may be used as weapons, possession or use of illegal substances, violence towards a member of staff, will result in a level 8 behaviour concern (continuous extreme poor behaviour), will the consequence of which will be:

- Immediate referral to the Academy Principal
- Likely to lead to a Permanent Exclusion

Additional Sanctions and Measures

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via any other platform will be taken very seriously and may involve the associated technology company and local authority. This is also the case for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

Searching and confiscation

Searching

In line with the Department of Education Advice (January 2018) on 'Searching, screening and confiscation', school staff have the power to search a pupil for any item if the pupil agrees.

Further to this, the Principal and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury.

The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched, for example mobile phones, devices or vapes.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Addendum - Behaviour Policy 2020 Covid-19

At Biggleswade Academy we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy. These adjustments are set out below:

Arrivals, Departures and Moving round the school.

Children will be expected to tell a member of staff if they are unwell and are exhibiting signs of Coronavirus by raising their hand.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands /use antibacterial gel once they have entered school, after returning from the outside, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, disciplinary procedures and sanctions will be used (see below).

Behaviour in school

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing or deliberate behaviours that put themselves or others at risk, the following sanctions and disciplinary procedures could be used:

- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically and safely possible and other behaviour management strategies in line with our current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact will be made with pupil's parent/carer.

If the health and safety of other pupils and staff members are put at significant risk by the pupils not adhering to social distancing measures, or if a child spits or deliberately coughs at any pupil or adult, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance.

The Senior Leadership Team will review the behaviours and decide if a risk assessment needs to be carried out for the pupil to mitigate future risk. Decisions will be made on a case by case basis, in line with statutory guidance and parents and carers will be made aware that if the risk assessment determines that it would be safer for their child to be educated at home